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ABSTRACT

This book describes the processing styles inherent in dyslexia and dysgraphia for teacher identification of such students and provides strategies and compensations for students with these disabilities. Strategies for dyslexia and dysgraphia are combined in this book because both of these processing differences are language-based and represent a struggle with written language. Specific chapters address: (1) similarities between dyslexia and dysgraphia; (2) characteristics and common myths about dyslexia; (3) understanding why students avoid writing and Levine's first 4 stages of writing; (4) symptoms of dyslexia; (5) symptoms of dysgraphia; (6) the diagnostic process and pencil grip positions; (7) determining whether to compensate or remediate, bypass strategies, and interventions at breakdown points; (8) phonological awareness, early literacy auditory levels, and more advanced auditory levels; (9) reading and spelling; (10) decoding and encoding figures and syllabification mnemonics; (11) spelling; (12) the writing process and remedial and bypass strategies; (13) written expression, visual organizers, proofreading, transition or linking words, key words for thinking and writing, and confusable words; and (14) strategies for recall and teaching strategies that benefit dyslexic learners. The text includes simulations to help those without disabilities understand the experiences of individuals with dyslexia and dysgraphia. (Contains 110 references.) (CR)